

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education
Counseling and Development Program

EDCD 610: Career and Educational Counseling (4 s.h.)
Program Code 13562, Section 001
Spring 2005

Instructor: Brad D. Platt, Ph.D.
Office Hours: by appointment in Robinson
Class Meeting Day & Time: Tuesdays, 4:30 - 8:30 pm

Class Location: Robinson A349
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Course Description

Covers vocational choice theory, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. Attention is given to application of theory to practice. Lab is included.

Prerequisites: Admission to the M.Ed. in Counseling program and EDCE 525, 604, 603 or 605, and 606, 607 or 609; or permission of the instructor. **You must have the prerequisites to enroll in this class.** Please see the instructor before the second class meeting if you have any questions.

Student Outcomes

At the conclusion of this course, students should be able to:

- understand the major theories of career development and decision making models, appropriate assessment techniques in career counseling, the use of technology in career counseling, the career counseling needs of special populations, and career information resources.
- demonstrate knowledge of the factors contributing to the career development of individuals during specific life stages.
- effectively use a variety of counseling techniques to help clients assess their skills and interests, appreciate personality characteristics, and clarify values.
- appropriately administer and interpret assessment instruments and apply career theory.
- successfully counsel clients regarding their career goals, life planning, and /or academic decisions.
- effectively utilize supervision and peer feedback to strengthen counseling skills.
- understand how career counseling can further the goals of the C&D mission statement.

Attendance

Consistent attendance is especially important in EDCE 610 as the first eight weeks of class include intensive preparation for the lab experience. **No planned absences are allowed during the lab because of our commitment to and contract with our clients. Please do not enroll in this class if you cannot fulfill this attendance policy.**

Relationship to Program Goals and Professional Organizations

EDCE 610 prepares students to meet the career counseling and educational planning needs of clients in school, higher education and agency settings. In addition, the lab component allows students to refine and further develop basic counseling skills in a "live supervision" setting.

EDCE 610 fulfills the career counseling requirement for Virginia state school counseling licensure and for the Virginia Licensed Professional Counselor credential. In addition, it fulfills the requirement of the CACREP core requirement described in Section II.K.d: An understanding of career development and related life factors.

Nature of Course Delivery

This course is taught using lectures, class discussions, case studies and a laboratory experience with community clients

Textbooks, Materials and Readings

A. Please purchase the following:

1. Niles, S.G., & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st century*. Columbus: Merrill Prentice Hall.
2. Hecklinger, F. & Black, B. (2003). *Training for life* (8th ed.). Dubuque: Kendall/Hunt.
3. An assessment packet containing the following: *Strong Interest Inventory, Myers-Briggs Type Indicator, Introduction to Type, and Introduction to Type and Careers*.
4. A handout packet from the bookstore in the Johnson Center.
5. *Self-Directed Search* from the Psychological Assessment Resources website at www.self-directed-search.com.

B. The Strong Interest Inventory and MBTI manuals and videotapes are on reserve in the Johnson Center Library. The Self-Directed Search is available online and from the instructor.

C. Students must provide their own audio recorders and tapes for each client counseling session. Please test your equipment's recording capability before the first client session. Electrical outlets are available in each room.

D. Powerpoint lecture slides will be available through email 24 hours prior to class. You must request these slides from the instructor however.

Assignments

The following are in addition to the weekly assignments listed in this syllabus. All written assignments must reflect APA format.

A. Class participation. Be prepared to contribute significantly to a discussion of each theory focusing on the following:

- background and major contributors
- key concepts and assumptions
- techniques and implications for counseling
- strengths and weaknesses of the theory

B. Journal. Each week, classes 1 through 7, prepare a (typed) reflection of no more than two pages exploring how the reading for that week relates to the setting in which you plan to work. Journal will be evaluated for accuracy in understanding and applying the readings.

C. Services review. *School track students* should review the website of a school district anywhere in the U.S. which explains online its career services for pre-K-12 students. *Agency track students* should review the website of or visit any public or private agency anywhere in the U.S. which provides career services to the general public. **All students:** Please let me know what site you have chosen to avoid duplication. Prepare a written two-page summary which includes a description and critique of the services provided. Make copies of your summary for your fellow students. You will have five minutes in class to present your summary.

D. Career Development Analyses. You will prepare two papers titled Career Development Analyses. The "client" in the first one, CDA I, may be yourself or a classmate. The paper should include the following sections:

CDA I

1. Description of the client, presenting problem and counseling goals. While you may not have a career issue to address, you may use this opportunity to verify that counseling is an appropriate field for you.

2. Personal/family background. What was the atmosphere of the home like? What values, particularly pertaining to gender roles, division of duties, education and work, prevailed? This is not an exhaustive list.

Please address what appeared to be relevant in shaping the career development of your client. Consider both the family of origin and the current family/significant others.

3. Social relationships/activities. What areas outside of paid employment seem to interest your client? How does he/she seem to interact with people?
4. Career development. Review the education and work history of the person. Note successes and/or difficult areas. Note important decisions and how/why they were made.
5. Assessment results. Describe the purpose and results of each inventory taken by the client. Describe it in enough detail so that if the client wants to review the results a year from now they will still be understandable. Be sure to interpret--give meaning for your client beyond a mere score--for each instrument used. Review formal (SII, MBTI) assessments and any informal instruments/exercises (such as TFL). Be sure to note patterns and how one piece of data supports or contradicts another. Use client statements to validate or contradict instrument data. Identify the important issues for your client and how they relate to the data.
6. Conclusions. Integrate data from all sessions and sources. Explain findings/outcomes of your counseling sessions, identifying patterns, trends and contradictions. Be sure to relate them to your client's stated goals for counseling. Support them with client statements when possible. Raise questions/issues which you think the client needs to address.
7. Recommendations. Give your clients specific suggestions (organizations, websites, books and other resources) for taking the next steps in their career decision-making. Identify specific steps for using each resource and explain why and how the resource may be helpful. A recommendation such as "explore graphic art field" is inadequate and unhelpful. Instead, direct the client to specific resources related to careers in graphic arts; identify professional associations and educational programs in graphic arts; give suggestions for how to arrange an informational interview with a graphic artist, and identify articles or books about informational interviews. Be creative! Where appropriate, list areas/issues which you think your client might address beneficially in future general or career counseling.
8. Attachments. Attach a copy of the SII Snapshot (p.1) and p.6, and MBTI preference scores .

CDA II

The subject of this paper will be the individual whom you counsel in the lab segment of this course. It will include sections #1 through #8 as listed above. Prepare two copies of this paper--one for the instructor and one for the client. Section #8 may not be necessary for the client's copy if all assessments have been returned. Keep in mind the following:

- The tone of the paper should be professional and the language should foster your client's understanding. Avoid jargon or technical terms.
- Support conclusions with example. Do not imply more certainty than the data warrants (e.g., "A high score suggests..." rather than "A high score means...").
- Be sure to include the client's reactions to the assessments in your paper and refer to your client directly as if speaking to him or her.
- Make recommendations very concrete and specific.
- Be sure the paper is professional in appearance and presentation and that there are no spelling/grammar errors.
- Return all assessments to the client. With the MBTI, return only the page with scoring and type descriptions. Destroy the remaining pages at the end of the sessions.

CDA's are evaluated using the following criteria.

- thoroughness in addressing relevant issues and client dynamics
- accuracy in interpretation of instrument data
- logical analysis and synthesis of all data

- appropriateness for addressing client goals
- thoroughness and appropriateness of recommendations
- organization, sentence structure, punctuation and typographical accuracy
- adherence to APA format

E. Session Taping and Analysis. Submit tapes and analyses to instructor and teaching assistant as instructed. Be sure that audiotapes are of acceptable listening quality. Destroy all tapes after counseling is completed.

Grading

Class participation	5%	Tape with analysis	10%
CDA I	15%	Services review	5%
CDA II	20%	Counseling effectiveness, growth	
Journals	5%	and professionalism (lab)	40%

Inadequate proofreading or late assignments will result in grade reductions. CDA I's graded "C" must be rewritten as required by the instructor and may prevent the student from working with a client. A grade of B- or higher must be obtained in EDCD 610 in order to continue in the program.

SCHEDULE OF CLASSES AND ASSIGNMENTS

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
1/25	Review of Syllabus Introduction to Career Counseling Completion of SII	
2/1	Theory: Super & Gottfredson; Ethical Issues, Career Counseling Strategies, Lab Practice (TFL)	NHB p. 40-61, ch. 14; TFL 1-3, Turn in SII
2/8	Theory: Krumboltz LTCC, MBTI Assessment & Career Planning, Lab practice (MBTI)	NHB p. 72-80, Ch. 5, skim ch. 6; TFL 4-6; <i>Intro to Type</i> ; <i>Intro to Type & Careers</i> ; MBTI completed
2/15	Theory: Holland; SII, SDS Career Development & Diverse Populations, Lab practice (SII)	NHB p.61-72, Ch. 4; TFL 7-9; SDS completed
2/22	Theory: Social Cognitive, CIP Career Center Visit; Using Information & Technology; Lab practice (First session)	NHB p. 85-97, Ch. 7, 8; TFL 10-12 Questions for guest speaker
3/1	Theory: Brown, Hansen K-12 Career Development Services Review Guest speaker TBA; Lab practice	NHB p. 97-104, Ch. 9,10,11; TFL 13-15 Services review
3/8	Theory: Narrative, Constructivist, Career Development in Higher Ed & Agencies,	NHB p. 104-113, Ch. 12, 13; TFL 16-18;

3/22	Client Assessments given by T.A.'s	
	Lab preparation	CDA I
	T.A. Meeting	
	Group meetings	Lab handbook
3/29	Client Session 1	
4/5	Client Session 2	
4/12	Client Session 3	
4/19	Client Session 4	
4/26	Client Session 5	CDA II (draft--sections #1-5 & 8)
5/3	Client Session 6	CDA II (final)
5/10	Wrap-up	

Students requiring special assistance or consideration due to a documented disability may contact the Disability Resource Center at 993-2427 to arrange accommodations. Instructor must be notified of necessary accommodations by the second class meeting. Students desiring assistance with writing papers may contact the Writing Center at 993-1200.

All students are expected to abide by (1) the honor code described in the current GMU catalog and (2) the Professional Performance Criteria described on the Counseling and Development Program's website.

Please be advised that the GMU Faculty Senate adopted the following university-wide attendance policy, effective Spring 2003:

“Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam without an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.”